

H E McCracken Middle

250 McCracken Cir.
Bluffton, SC 29910

Grades 6–8 Middle School

Enrollment 928 Students

Principal Dr Kathleen Slowiczek 843–706–8700

Superintendent Edna H. Crews 843–322–2300

Board Chair Ms. Dale Friedman 843–322–2356

The State of South Carolina

Annual School
Report Card

2005

ABSOLUTE RATING

AVERAGE

Absolute Ratings of Middle Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	5	29	12	0

IMPROVEMENT RATING

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS

NO

This school met 19 out of 29 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2002	Average	Average	N/A
2003	Average	Unsatisfactory	No
2004	Average	Below Average	No
2005	Average	Unsatisfactory	No

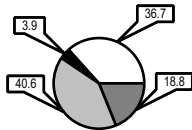
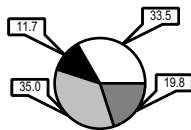
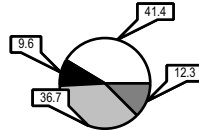
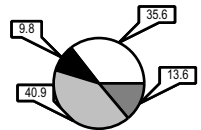
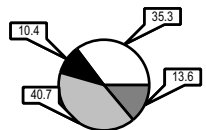
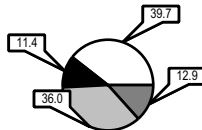
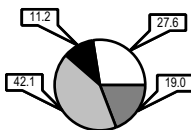
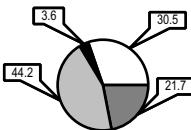
DEFINITIONS OF SCHOOL RATING TERMS





- **Excellent** – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- **Good** – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- **Average** – School performance meets the standards for progress toward the 2010 SC Performance Goal
- **Below Average** – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- **Unsatisfactory** – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

88.3%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Middle Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	931	98.8	36.2	40.9	19.0	3.9	34.2	Yes	Yes
Gender									
Male	482	99.2	43.8	41.3	13.3	1.6	24.5		
Female	449	98.4	28.0	40.4	25.1	6.5	44.7		
Racial/Ethnic Group									
White	542	99.5	24.2	45.6	24.8	5.4	44.4	Yes	Yes
African American	171	99.4	53.4	34.2	10.6	1.9	19.9	No	Yes
Asian/Pacific Islander	10	90.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	206	97.1	55.1	33.5	10.2	1.2	18.6	No	Yes
American Indian/Alaskan	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	815	98.7	30.8	43.2	21.6	4.4	38.2		
Disabled	116	100.0	73.6	24.5	0.9	0.9	6.6	No	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	931	98.8	36.2	40.9	19.0	3.9	34.2		
English Proficiency									
Limited English Proficient	137	97.1	66.0	27.2	5.8	1.0	14.6	No	Yes
Non-Limited English Proficient	794	99.1	32.1	42.8	20.8	4.3	37.0		
Socio-Economic Status									
Subsidized meals	391	97.4	50.4	37.5	11.2	0.9	20.9	No	Yes
Full-pay meals	540	99.8	26.6	43.2	24.2	6.0	43.2		

Mathematics – State Performance Objective = 36.7%									
All Students	931	99.0	33.1	35.2	19.9	11.8	41.4	Yes	Yes
Gender									
Male	482	99.2	35.2	33.8	20.5	10.6	42.3		
Female	449	98.9	30.9	36.8	19.3	13.1	40.5		
Racial/Ethnic Group									
White	542	99.3	22.5	38.6	22.5	16.5	50.4	Yes	Yes
African American	171	99.4	52.5	29.6	14.8	3.1	23.5	No	Yes
Asian/Pacific Islander	10	90.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	206	98.5	45.6	32.0	15.4	7.1	32.0	No	Yes
American Indian/Alaskan	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	815	99.1	28.3	36.5	21.9	13.3	45.7		
Disabled	116	98.3	66.7	26.7	5.7	1.0	11.4	No	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	931	99.0	33.1	35.2	19.9	11.8	41.4		
English Proficiency									
Limited English Proficient	137	99.3	48.1	30.2	14.2	7.5	29.2	No	Yes
Non-Limited English Proficient	794	99.0	30.9	36.0	20.7	12.4	43.2		
Socio-Economic Status									
Subsidized meals	391	98.7	47.5	32.1	15.7	4.7	27.7	No	Yes
Full-pay meals	540	99.3	23.1	37.4	22.7	16.7	50.9		

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	931	98.8	40.9	37.0	12.4	9.7	22.1
Gender							
Male	482	99.2	43.1	35.5	11.1	10.4	21.4
Female	449	98.4	38.6	38.6	13.9	8.9	22.8
Racial/Ethnic Group							
White	542	99.3	29.5	39.9	17.0	13.6	30.7
African American	171	100.0	63.0	29.0	4.9	3.1	8.0
Asian/Pacific Islander	10	90.0	I/S	I/S	I/S	I/S	I/S
Hispanic	206	97.1	53.6	36.1	6.0	4.2	10.2
American Indian/Alaskan	2	100.0	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	815	98.8	36.2	39.3	13.7	10.8	24.5
Disabled	116	99.1	73.6	20.8	3.8	1.9	5.7
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	931	98.8	40.9	37.0	12.4	9.7	22.1
English Proficiency							
Limited English Proficient	137	97.8	61.5	28.8	6.7	2.9	9.6
Non-Limited English Proficient	794	99.0	38.0	38.1	13.2	10.6	23.8
Socio-Economic Status							
Subsidized meals	391	98.2	55.6	32.9	8.2	3.2	11.5
Full-pay meals	540	99.3	30.9	39.8	15.3	14.1	29.3

Social Studies							
All Students	931	98.7	34.9	41.4	13.8	9.9	23.7
Gender							
Male	482	99.2	35.5	39.6	15.0	9.9	24.9
Female	449	98.2	34.3	43.3	12.4	10.0	22.4
Racial/Ethnic Group							
White	542	99.3	25.1	43.0	17.3	14.7	31.9
African American	171	98.8	51.3	39.4	7.5	1.9	9.4
Asian/Pacific Islander	10	90.0	I/S	I/S	I/S	I/S	I/S
Hispanic	206	97.6	47.9	37.7	10.2	4.2	14.4
American Indian/Alaskan	2	100.0	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	815	98.7	30.6	43.2	15.2	10.9	26.1
Disabled	116	99.1	64.8	28.6	3.8	2.9	6.7
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	931	98.7	34.9	41.4	13.8	9.9	23.7
English Proficiency							
Limited English Proficient	137	97.1	53.4	34.0	7.8	4.9	12.6
Non-Limited English Proficient	794	99.0	32.3	42.4	14.6	10.6	25.2
Socio-Economic Status							
Subsidized meals	391	97.7	46.2	40.8	9.2	3.8	13.0
Full-pay meals	540	99.4	27.3	41.8	16.9	14.1	30.9

Abbreviations for Missing Data

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PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2004	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	282	100.0	34.8	34.8	25.2	5.2	30.4
	7	274	99.3	32.7	48.3	16.0	3.0	19.0
	8	247	100.0	33.1	42.6	23.1	1.2	24.4
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	304	98.4	37.5	36.7	22.1	3.7	25.8
	7	331	99.1	34.8	47.0	15.5	2.7	18.2
	8	296	99.0	36.9	38.3	19.3	5.5	24.8
Mathematics								
2004	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	282	99.7	23.8	35.3	24.9	16.0	40.9
	7	274	100.0	29.5	38.6	21.6	10.2	31.8
	8	247	99.6	34.0	43.2	13.7	9.1	22.8
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	304	99.0	25.1	37.1	24.0	13.9	37.8
	7	331	98.8	32.2	31.5	20.0	16.3	36.3
	8	296	99.3	42.0	37.7	15.6	4.7	20.3
Science								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	304	98.7	40.6	34.6	15.0	9.8	24.8
	7	331	98.2	38.4	42.2	10.2	9.2	19.4
	8	296	99.7	44.2	33.7	12.0	10.1	22.1
Social Studies								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	304	99.0	29.2	43.1	14.6	13.1	27.7
	7	331	98.5	36.4	41.8	11.9	9.9	21.8
	8	296	98.7	39.2	39.6	14.3	7.0	21.2

Abbreviations for Missing Data

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SCHOOL PROFILE

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n= 928)				
Students enrolled in high school credit courses (grades 7 & 8)	10.9%	Down from 14.4%	18.5%	15.5%
Retention rate	0.8%	Up from 0.7%	3.0%	3.0%
Attendance rate	94.6%	Down from 98.0%	95.8%	95.8%
Students with disabilities other than speech taking PACT (ELA) off grade level	0.1%	Up from 0.0%	4.8%	4.7%
Students with disabilities other than speech taking PACT (Math) off grade level	0.1%	Up from 0.0%	4.4%	4.6%
Eligible for gifted and talented	15.1%	Up from 14.1%	18.4%	15.3%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	12.3%	Up from 11.9%	13.8%	13.6%
Older than usual for grade	1.9%	Down from 2.0%	4.0%	4.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.5%	Down from 1.1%	0.6%	0.8%
Annual dropout rate	0.0%	No change	0.0%	0.0%
Teachers (n= 56)				
Teachers with advanced degrees	41.1%	Up from 40.0%	48.1%	51.8%
Continuing contract teachers	62.5%	Down from 74.0%	80.2%	78.1%
Highly qualified teachers	88.6%	Up from 79.4%	91.1%	89.6%
Teachers with emergency or provisional certificates	10.9%	Up from 5.0%	4.0%	6.0%
Teachers returning from previous year	83.0%	Down from 83.4%	87.1%	85.4%
Teacher attendance rate	94.9%	Up from 94.5%	95.2%	94.9%
Average teacher salary	\$41,716	Up 0.7%	\$41,537	\$41,328
Prof. development days/teacher	13.9 days	Down from 14.2 days	11.5 days	11.5 days
School				
Principal's years at school	1.0	Down from 5.0	3.0	3.0
Student-teacher ratio in core subjects	25.2 to 1	Up from 24.6 to 1	22.1 to 1	21.3 to 1
Prime instructional time	86.7%	Down from 88.8%	89.5%	89.3%
Dollars spent per pupil*	\$5,667	Up 0.7%	\$5,866	\$6,022
Percent of expenditures for teacher salaries*	59.1%	Down from 59.5%	61.3%	61.7%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	97.5%	Down from 99.0%	96.4%	96.1%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Good	No change	Good	Good
* Prior year audited financial data are reported.				
	Our District		State	
Highly qualified teachers in low poverty schools	91.1%		89.4%	
Highly qualified teachers in high poverty schools	94.3%		90.1%	
	State Objective		Met State Objective	
Highly qualified teachers in this school	65.0%		Yes	
Student attendance in this school	95.3%		No	

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

This has been a year of tremendous success for the faculty and students of McCracken Middle School. We have launched several instructional initiatives that have enhanced the focus of our school day to include not just how we are teaching students but how well they are learning what is being taught.

The most fundamental shift we have undergone is a systemic change in the planning and assessment of instruction. We have adapted our entire daily schedule to insure that all teachers in each academic department share a common planning block to facilitate our commitment to data-driven instructional decision making. We may be the only school in the county to have accomplished this feat and we are very excited about the achievement gains this departmental model will afford our students.

Extensive use of the MAPS program next year will also give our math and reading teachers the opportunity to teach performance-based classes where students are within a twenty point productivity range giving their instructional efforts a high potential of effectiveness.

Use of "Best Practices and Effective Teaching Strategies" will continue to fuel our goals for 2005-2006:

1. 20% increased presence of African American and Hispanic students in Proficient and Advanced categories of PACT;
2. 20% reduction in students scoring Below Basic on PACT.

We are also setting goals to positively affect the school culture through:

1. 50% increase in parent involvement in the School Improvement Council;
2. 100% of our new teachers receiving a veteran teacher mentor for the induction year.

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	47	254	44
Percent satisfied with learning environment	72.3%	56.6%	72.1%
Percent satisfied with social and physical environment	80.9%	60.5%	61.9%
Percent satisfied with school-home relations	66.0%	78.0%	67.4%

*Only students at the highest middle school grade level at this school and their parents were included.